



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

20750 S. 214th Street, Queen Creek, AZ 85242

Queen Creek Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Not Evaluated
2002-03 New School
2001-02 N/A

(a) For additional information,
please refer to Achievement
Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information,
please refer to the AYP page in this
report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mrs. Laura Valenciano
Schedule : 8:00 AM to 4:30 PM
Grades : Pre-K-5
2004 Enrollment : 575
Web Address : www.qcusd.org/jbe/
Phone Number : (480) 987-7400
Fax Number : (480) 987-7415
E-mail : lvalenciano@qcusd.org

Mission

Barnes School in partnership with students, parents and community members, is committed to provide a quality education in a safe, positive and nurturing environment respecting all individuals while challenging them to achieve to their full potential.

School / Academic Goals

- ü Increase the percentage of students achieving at the meets or exceeds level on the state administered test.
- ü Students will be encouraged to become lifelong readers and will improve their independent reading skills using the principles of Accelerated Reader.

Enrollment

October 1, 2003 School Year Student Enrollment : 425
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 46

Instructional Programs

- Ü Standards-Based Instruction
- Ü On-site Special Education
- Ü Integrated Curriculum/Instruction
- Ü Gifted Classes

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/28/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Barnes Elementary will provide a safe and orderly climate conducive to learning, maintain high academic expectations, provide instructional leadership, monitor students' progress, establish positive home/school relations and increase time-on-task.

Parents

Parents should communicate and work cooperatively with teachers; model a positive attitude toward school; provide time for homework; participate in school activities; ensure children come to school on time ready to learn; support school discipline.

Transportation Policy

Jack Barnes Elementary School provides transportation to and from school for all students residing within the district boundaries. This includes special needs students, after school activities and field trips.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 3

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	199	75509	98	100	100	540	553	521	5	4	13	23	19	23	31	25	33	41	52	31
All Students (Prior Year)	62	133	75372	100	85	100	540	544	523	6	3	9	24	19	25	20	32	36	50	45	30
Female	33	100	37013	97	100	100	535	556	522	6	2	12	28	23	24	25	19	33	41	56	31
Male	31	99	38430	100	100	99	545	550	521	3	7	14	17	15	22	38	31	33	41	48	31
African American	NC	NC	3660	NC	NC	99	NC	NC	496	NC	NC	24	NC	NC	31	NC	NC	28	NC	NC	18
Hispanic	13	47	30486	100	100	99	499	525	505	10	7	18	50	33	29	20	19	32	20	41	21
Asian/Pacific Islander	NC	NC	1780	NC	NC	98	NC	NC	549	NC	NC	5	NC	NC	13	NC	NC	33	NC	NC	50
American Indian/Alaskan Native	--	NC	4075	--	NC	100	--	NC	486	--	NC	28	--	NC	34	--	NC	26	--	NC	12
White	47	143	35192	98	100	99	549	560	534	4	4	8	17	16	19	32	25	35	47	55	39
Students with Disabilities	NC	18	9708	NC	100	100	NC	523	489	NC	23	32	NC	0	27	NC	38	24	NC	38	17
Students without Disabilities	60	181	65801	95	100	98	540	555	525	5	3	11	24	21	23	28	24	34	43	53	33
Limited English Proficient Students	NC	21	16928	NC	100	100	NC	456	485	NC	50	29	NC	50	33	NC	0	26	NC	0	12
Migrant Students	NC	18	750				NC	514	499	NC	25	21	NC	25	29	NC	13	30	NC	38	20
Economically Disadvantaged	NC	NC	36411				NC	NC	503	NC	NC	19	NC	NC	29	NC	NC	32	NC	NC	20
Non-Economically Disadvantaged	62	196	39040				541	554	534	5	5	8	22	18	19	32	25	34	42	52	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	199	75492	98	100	100	528	540	519	5	3	12	18	12	16	44	47	47	33	38	24
All Students (Prior Year)	60	133	75221	97	85	100	538	534	523	2	1	8	17	14	16	51	57	56	30	28	21
Female	33	100	37014	97	100	100	535	546	523	6	3	10	13	10	15	44	47	48	38	39	27
Male	31	99	38400	100	100	99	522	533	516	3	2	14	24	14	17	45	47	47	28	36	21
African American	NC	NC	3665	NC	NC	99	NC	NC	505	NC	NC	20	NC	NC	22	NC	NC	43	NC	NC	14
Hispanic	13	47	30438	100	100	99	512	529	508	20	8	17	10	8	21	50	50	47	20	35	15
Asian/Pacific Islander	NC	NC	1773	NC	NC	98	NC	NC	534	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	NC	4081	--	NC	100	--	NC	498	--	NC	25	--	NC	26	--	NC	40	--	NC	8
White	47	143	35177	98	100	99	532	542	528	2	2	8	19	13	13	43	45	49	36	40	31
Students with Disabilities	NC	18	9707	NC	100	100	NC	549	495	NC	0	33	NC	11	21	NC	33	33	NC	56	13
Students without Disabilities	60	181	65785	95	100	98	529	539	522	5	3	10	17	12	16	45	48	49	33	37	26
Limited English Proficient Students	NC	21	16905	NC	100	100	NC	478	489	NC	50	34	NC	0	28	NC	50	32	NC	0	6
Migrant Students	NC	17	763				NC	519	499	NC	13	21	NC	0	30	NC	75	40	NC	13	8
Economically Disadvantaged	NC	NC	36302				NC	NC	507	NC	NC	18	NC	NC	21	NC	NC	46	NC	NC	14
Non-Economically Disadvantaged	61	195	39164				529	540	528	5	3	8	17	12	13	44	47	48	34	38	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	198	75053	98	100	99	596	627	597	7	3	7	16	10	12	67	75	72	10	12	9
All Students (Prior Year)	55	127	73654	89	81	99	533	536	530	7	5	9	9	13	13	83	77	70	2	6	7
Female	33	100	36872	97	100	99	609	644	621	6	3	5	16	8	9	66	74	74	13	15	12
Male	31	98	38109	100	100	99	582	610	573	7	2	10	17	13	14	69	76	69	7	9	6
African American	NC	NC	3636	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	16	NC	NC	67	NC	NC	6
Hispanic	13	47	30235	100	100	98	585	597	575	0	4	9	30	15	14	60	77	70	10	4	6
Asian/Pacific Islander	NC	NC	1768	NC	NC	98	NC	NC	651	NC	NC	3	NC	NC	5	NC	NC	72	NC	NC	19
American Indian/Alaskan Native	--	NC	4044	--	NC	99	--	NC	550	--	NC	13	--	NC	17	--	NC	66	--	NC	4
White	47	142	35028	98	100	99	608	635	613	6	2	6	15	10	10	68	74	73	11	14	11
Students with Disabilities	NC	17	9625	NC	100	100	NC	646	530	NC	0	21	NC	0	21	NC	90	55	NC	10	4
Students without Disabilities	60	181	65428	95	100	98	595	626	604	7	3	6	17	11	11	66	74	73	10	12	10
Limited English Proficient Students	NC	21	16765	NC	100	100	NC	483	525	NC	0	17	NC	100	20	NC	0	60	NC	0	2
Migrant Students	NC	17	752				NC	619	562	NC	0	9	NC	13	18	NC	88	68	NC	0	5
Economically Disadvantaged	NC	NC	36077				NC	NC	566	NC	NC	10	NC	NC	16	NC	NC	69	NC	NC	5
Non-Economically Disadvantaged	61	194	38950				596	628	618	7	3	5	17	10	9	66	74	73	10	12	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	214	76019	100	100	100	515	513	499	2	4	14	43	39	39	5	14	14	51	43	33
All Students (Prior Year)	66	195	76230	100	100	100	507	507	498	16	10	12	27	34	38	7	14	12	50	42	37
Female	37	102	37207	100	100	100	513	510	499	0	3	12	41	41	41	3	14	14	56	41	33
Male	35	112	38677	100	100	100	517	516	498	3	4	15	45	37	38	6	14	13	45	45	34
African American	NC	NC	3817	NC	NC	100	NC	NC	475	NC	NC	23	NC	NC	47	NC	NC	11	NC	NC	18
Hispanic	18	65	29458	100	100	100	502	498	480	8	8	20	54	51	48	0	6	12	38	35	20
Asian/Pacific Islander	--	NC	1673	--	NC	99	--	NC	531	--	NC	4	--	NC	29	--	NC	14	--	NC	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	52	142	35880	100	100	100	521	520	515	0	1	7	38	34	32	6	17	16	56	47	45
Students with Disabilities	NC	18	9786	NC	100	100	NC	501	457	NC	0	39	NC	63	40	NC	13	7	NC	25	13
Students without Disabilities	64	196	66233	100	100	99	516	514	503	2	4	11	41	38	39	5	14	14	52	44	35
Limited English Proficient Students	NC	20	15206	NC	80	100	NC	456	459	NC	17	31	NC	83	53	NC	0	7	NC	0	9
Migrant Students	NC	28	745				NC	495	473	NC	11	22	NC	53	53	NC	5	11	NC	32	15
Economically Disadvantaged	NC	NC	35714				NC	NC	480	NC	NC	20	NC	NC	47	NC	NC	12	NC	NC	20
Non-Economically Disadvantaged	70	211	40266				515	513	513	2	4	9	44	39	33	5	14	15	50	43	43

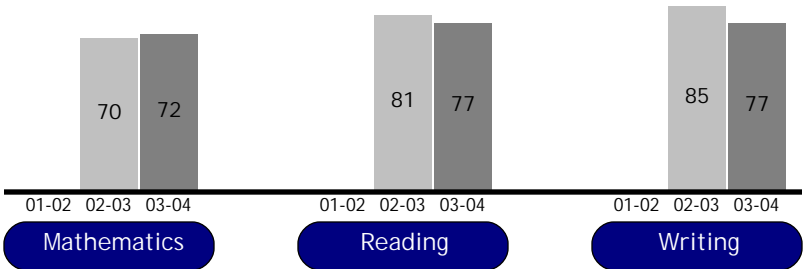
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	214	76020	100	100	100	509	506	503	8	10	25	22	24	23	57	54	40	14	12	12
All Students (Prior Year)	64	194	76202	100	100	100	501	504	505	30	16	19	17	23	24	44	49	46	9	11	11
Female	37	102	37213	100	100	100	507	506	504	9	9	22	25	27	23	59	54	42	6	10	13
Male	35	112	38666	100	100	100	511	507	501	6	11	29	18	22	22	55	54	38	21	14	12
African American	NC	NC	3819	NC	NC	100	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Hispanic	18	65	29442	100	100	99	510	502	494	8	12	37	31	31	26	46	53	31	15	4	6
Asian/Pacific Islander	--	NC	1672	--	NC	99	--	NC	513	--	NC	12	--	NC	19	--	NC	49	--	NC	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	52	142	35890	100	100	100	510	508	511	8	8	15	18	22	20	60	55	48	14	15	18
Students with Disabilities	NC	18	9784	NC	100	100	NC	495	485	NC	13	58	NC	63	19	NC	25	19	NC	0	4
Students without Disabilities	64	196	66236	100	100	99	510	507	504	7	10	23	18	23	23	61	55	42	15	12	13
Limited English Proficient Students	NC	20	15198	NC	80	100	NC	481	483	NC	50	59	NC	33	25	NC	17	14	NC	0	1
Migrant Students	NC	28	743				NC	502	488	NC	11	50	NC	37	28	NC	47	19	NC	5	3
Economically Disadvantaged	NC	NC	35703				NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Non-Economically Disadvantaged	70	211	40274				509	506	509	8	10	17	22	24	20	56	54	47	14	12	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	214	75673	100	100	100	564	563	530	9	10	12	19	19	25	66	64	58	6	7	4
All Students (Prior Year)	63	192	74692	98	100	99	511	511	502	19	11	18	24	29	27	39	49	47	19	11	8
Female	37	102	37099	100	100	100	577	588	548	6	7	8	10	14	22	81	69	64	3	10	6
Male	35	112	38441	100	100	99	552	540	513	12	13	16	27	24	29	52	60	52	9	4	3
African American	NC	NC	3791	NC	NC	99	NC	NC	506	NC	NC	18	NC	NC	29	NC	NC	50	NC	NC	3
Hispanic	18	65	29305	100	100	99	556	533	507	8	8	16	23	29	31	62	61	51	8	2	2
Asian/Pacific Islander	--	NC	1665	--	NC	99	--	NC	573	--	NC	6	--	NC	16	--	NC	67	--	NC	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	52	142	35760	100	100	99	566	574	550	10	11	9	18	15	21	65	65	64	6	9	6
Students with Disabilities	NC	18	9706	NC	100	100	NC	536	462	NC	0	36	NC	29	32	NC	71	31	NC	0	1
Students without Disabilities	64	196	65967	100	100	99	567	564	536	10	10	10	16	19	25	67	64	60	7	7	5
Limited English Proficient Students	NC	20	15115	NC	80	100	NC	402	471	NC	50	26	NC	33	38	NC	17	35	NC	0	1
Migrant Students	NC	28	738				NC	535	488	NC	5	23	NC	26	33	NC	68	43	NC	0	1
Economically Disadvantaged	NC	NC	35541				NC	NC	504	NC	NC	17	NC	NC	31	NC	NC	50	NC	NC	2
Non-Economically Disadvantaged	70	211	40091				564	563	550	10	10	9	19	19	21	65	64	64	6	7	6

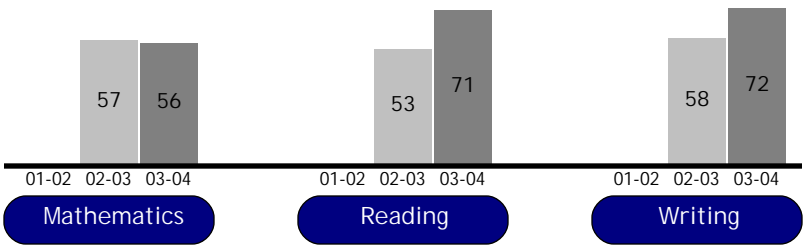
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	59	44	98	51	63	50	100	64	NA	58
	Language	--	--	51	39	98	42	54	43	99	57	57	50
	Mathematics	--	--	71	52	98	55	69	57	100	67	69	64
3	Reading	--	--	66	43	97	59	65	47	100	64	NA	55
	Language	--	--	68	50	98	59	68	54	100	71	70	61
	Mathematics	--	--	71	50	98	61	72	54	100	78	79	61
4	Reading	--	--	59	47	100	61	65	52	100	68	NA	56
	Language	--	--	53	45	100	56	59	48	100	61	63	52
	Mathematics	--	--	61	52	100	65	73	57	100	76	77	61
5	Reading	--	--	50	46	98	55	58	50	100	59	NA	55
	Language	--	--	48	43	98	45	49	46	100	62	60	49
	Mathematics	--	--	62	54	100	58	63	57	100	76	73	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Jack Barnes Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ☐ Budget
- ☐ School Improvement
- ☐ School Safety Issues
- ☐ School/Business/Community Relations
- ☐ Extracurricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	5.20	Teacher Aide	8.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	6	1	0	0
7 to 9 years	4	2	0	0
10 or more years	6	2	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	19
Core academic classes taught by Highly Qualified (NCLB) teachers.	38
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- ☐ Computer Lab
- ☐ Media Center
- ☐ Music Room

Extracurricular Activities

- ☐ Student Council
- ☐ Art Masterpiece
- ☐ Chorus
- ☐ Chess Club
- ☐ Volleyball Club
- ☐ Robotics Club

Social Services

- ☐ Latchkey Program
- ☐ Counseling Services
- ☐ Breakfast/Lunch Program
- ☐ Dental Care

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Barnes' students scored higher than the state average on the Stanford 9 in Reading, Math and Language at 2nd, 3rd, 4th and 5th grades.
- ü Third grade students did well on the AIMS test. We had 72% meet or exceed the standards in Math and 77% meet or exceed the standards in Reading. These scores are above the state averages.
- ü Fifth grade students did well on the AIMS test. We had 56% meet or exceed the standards in Math, 71% meet or exceed the standards in Reading and 72% meet or exceed the standards in Writing. These scores are above the state averages.
- ü The students at Jack Barnes met their school-wide Accelerated Reading Goal. We're very proud of our students!

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	53	61
Grades 3-4	60	58
Grades 4-5	60	58

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

As a new school, we have developed a safety/discipline plan with an emphasis on safety, manners and appropriate behavior within the school setting. Students also have the opportunity to receive positive recognition. This school year we will also begin implementing the Character Counts Program.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Laura Valenciano	(480) 987-7400
Transportation Policy	Edd Hennerley	(480) 987-5982
Community Resources	Maria Silva	(480) 987-5991
School Nutrition Programs	Velma Kay Penrod or Sue Marrufo	(480) 987-5983
Parent Organization	Tere Rope	(480) 987-7400
Student Health/Nurse	Marla Santillana	(480) 987-7406

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.